DOCUMENT RESUME

ED 176 833 JC 790 570

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TITLE The Development of Institutional Goals by the Participatory Method.
PUB DATE 21 Dec 78
NOTE 37p.; Ed. D. Practicum, Nova University. Appendix E has been deleted due to irreproducibility

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Behavioral Objectives; College Administration; *College Role; Community Involvement; Educational Objectives; *Educational Responsibility; Junior Colleges; Teacher Participation; *Technical Institutes; *Workshops
IDENTIFIERS *Participatory Management

ABSTRACT

In order to develop institutional goals for Spartanburg Technical College by a participatory process which would involve the various constituencies of the college, two workshops were conducted. The primary purposes of the first workshop were to allow the participants to become familiar with the participatory process of goals development and to train group leaders for the subsequent major workshop. During the follow-up workshop, 40 individuals, including faculty, staff, and community leaders, developed and prioritized the goals for the institution in three categories: overall goals, instructional goals, and management goals. Overall goals were stated and prioritized as follows: operating one-, two-, and possibly three-year career programs, and operating continuing education, developmental, comprehensive student development, specialized community, and university-parallel/college transfer programs. The instructional goals given highest priority were assisting students to acquire basic skills, raise their level of vocational achievement, develop a sense of responsibility, acquire skills in problem-solving, and develop a capacity for thinking. The most highly rated management goals were allocating funds in accordance with priorities to meet established goals, planning for long-range development, and seeking new and stable sources of revenue. A literature review is included. (Author/AYC)

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THE DEVELOPMENT OF INSTITUTIONAL GOALS BY THE PARTICIPATORY METHOD

by
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Spartanburg Technical College

A PRACTICUM PRESENTED TO NOVA UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF EDUCATION

Nova University

December 21, 1978

JC 790 570

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ABSTRACT

The purpose of this practicum was to develop institutional goals for Spartanburg Technical College by a participatory process which would involve the various constituencies of the college.

A preliminary workshop was held which involved faculty and staff along with student participation. The primary purposes of this workshop were to allow the participants to become familiar with the participatory process of goals development and to train group leaders for the subsequent major workshop.

A follow-up workshop was conducted which involved forty individuals including faculty, staff and community leaders. The workshop was conducted by Dr. George Baker using the materials he had developed for usage in similar workshops.

The group developed and prioritized the goals for the institution in three categories which were Overall Goals, Institutional Goals and Management Goals. The listing of institutional goals which were developed at the workshop were distributed to the entire faculty and staff of the college as well as to the community leaders who participated in the workshop.

The recommendations which were developed upon the completion of the projects were: (1) the college continue to use the participative method in subsequent years in the institutional goals and objectives; (2) the college be certain that the participative structuring of goals and objectives involve all constituencies being served by the institution in order to assure maximum effectiveness as an Institution of Higher Learning; (3) all divisions within the college should be encouraged to utilize the participative method to develop divisional and departmental goals and operational objectives; (4) the institutional goals should be translated into operational objectives; (5) an evaluation mechanism should be developed and utilized to determine the effectiveness of the college in the achievement of the goals as developed in the workshop.

INTRODUCTION

A need existed at Spartanburg Technical College for a list of specific goals which could be used in the decision-making processes of the college. The purpose of this practicum was to develop the goals of Spartanburg Technical College by a participatory process which would involve faculty, staff, administration, students and community leaders.

Goals had been developed in the past and had been lost and forgotten by most after they had met a specific need such as those required by accrediting organizations. It was not unusual for faculty members, administrators, and staff personnel to be hesitant when queried concerning the college goals and objectives even though in most cases all personnel did have a general idea of the college's mission, general direction, and purpose.

The Vice President for Academic Affairs at Spartanburg Technical College recently completed his doctoral dissertation on long-range planning and he had encouraged each division within the college to develop an annual plan book which should include divisional goals and objectives. He was especially concerned that the institutional goals be developed, evaluated and revised as needed. The development of institutional goals is a vital step in long-range planning endeavors, effective governance and the maintenance of an appropriate relationship to the community which it serves.

Most organizations are goal oriented and as a consequence they can make definite decisions based on meeting their objectives. Business

firms want to make a profit, government agencies have specific tasks to achieve by law, hospitals try to cure sick people etc. However, colleges and universities have vague, ambiguous goals. The list of goals for the educational institution is lengthy and includes service to local community, solution to social problems and so on. Goal ambiguity is one of the chief characteristics of academic organizations. They rarely have a single mission but instead try to be all things to all people. Because their existing goals are unclear, they find it hard to reject new goals. In one study, both administration and faculty marked as important almost every one of forty-seven goals listed on the survey form (Riley and Baldridge, 1977).

According to Richardson (et al., 1972) every institution must have a procedure through which objectives are established, with plans designed for achieving those objectives. The development, periodic review and revision of objectives is only the starting point. Once quantifiable objectives have been developed and endorsed by the appropriate constituencies, the objectives become a form of contract between the department or office and the institution and can be used to measure contribution and effectiveness.

According to Baker (1975) and Breuder and King (1976-1977), in order for goals to be effective they must accomodate the needs of the constituencies being served. They strongly advocate the utilization of participative structuring of goals and objectives, that is, the active involvement by all segments of the institutions and communities who are affected by the goals and objectives.

In this project a preliminary workshop was conducted by Dr. George Baker on Participative Structuring of Goals and Objectives. The workshop was attended by selected faculty, staff, administrators and students. The purpose of this introductory workshop was to acquaint the individuals with

the procedures involved and also make available some individuals who could act as group leaders for the subsequent workshop which involved citizens of the community.

The major follow-up goals workshop, also conducted by Dr. Baker, was attended by forty individuals. Those attending were faculty members, staff personnel, and community and industry leaders. Each academic division and administrative area of the college had representatives attending the workshop. There was a cross section to include males-females and blacks-whites in the workshops. Each division recommended one community and/or industrial leader. Those individuals, as selected from outside of the college setting, were contacted via telephone by the divisional dean requesting their participation in the workshop. A follow-up letter from the Vice President for Academic Affairs concerning the workshop was sent to the participating community citizens. After the workshop, personal thank you notes were sent to each community participant commending them for their contributions to the workshop endeavors. The results of the workshop were tabulated and disseminated to all participant and college personnel.

BACKGROUND AND SIGNIFICANCE

One would suppose that by now the question of educational goals would have been settled, however the question is still very much open. In spite of the hard thinking and earnest talk about educational goals, those produced have been essentially nonfunctional. There are many reasons why goals are essentially nonfunctional: (1) too much reliance is placed on the magic of words; (2) too little public participation is involved in formulating goals and; (3) there is a readiness to assume that goals are already established and require only achievement. Such weaknesses must be overcome by the educational institutions (Breuder and King, 1976-1977).

According to Williams (1976), goals are useful for explaining the college and its mission in catalogs, master plans, funding proposals, legislation, and other similar situations. They also serve as guides for curriculum development, budget priorities, staffing patterns and so on. The process of evaluation consists of comparing goals with outcomes to determine if the goals have, indeed, been met.

Richardson (et al., 1972) indicates that every institution must have a procedure through which objectives are established, with plans designed for achieving those objectives. The most important function of the instructional service areas involves the establishment of educational goals of the institution and leadership in the management of resources to implement those goals. The development, periodic review and revision of objectives is only the starting point. Each level within the administrative structure must also have specific objectives to guide and to provide a means for evaluation.

Research data on goals has not been plentiful in education (Baker, 1975). Furthermore, the materials and goals that have been developed have contained much ambiguity but according to Ceniceroz (1970), many times departmental goals are in direct conflict with institutional goals. He recommends that there be some standardization of departmental goals.

Accountability for student learning demands that educational institutions define their goals and adopt procedures for achievement of those goals. Accountable leadership can provide a firm hand and appropriate direction in the identification and agreement on goals which is the logical starting point toward accountability. Goal-setting, achieved through participation of concerned individuals will allow schools to begin to put the philosophy of accountability into practice (Baker, 1975).

The identification of college goals and achieving concensus from diverse groups is only the first major step. If follow through steps are not taken, the goals will turn into the "mission" statements found in most college catalogs. There exists the need for the goals to be made explicit and measurable in the form of institutional objectives. Goals must be translated into quantifiable objectives which can be measured, thus evaluated. Objectives can guide in the allocation of human and fiscal resources for short and long-range planning to attain those goals which have received the institutions highest priority (Breuder and King, 1976-1977).

The development, periodic review and revision of goals is only the starting point. Each functional level within the institution must have specific objectives to guide and provide a means for evaluation. The failure to develop clear and attainable goals and objectives at each operating level permits the faculty and staff to pursue different and in some cases conflicting priorities (Richardson et al., 1972).

Once quantifiable objectives have been developed and endorsed by appropriate constituencies, the objectives become a form of contract between the department or office and the institution and can be used to measure contribution and effectiveness (Richardson et al., 1972).

This practicum was appropriate to the Societal Factors Module because the procedural processes involved not only the college personnel but community and industrial leaders.

Change occurs with or without planning. The major purpose of the planning process is to bring about some needed and agreed upon changes which are designed to correct or improve upon existing situations. For effective and meaningful planning and subsequent change, the relationship between the two processes must be carefully considered. Planned change

requires at least three basic components: analysis of "what is" and identification of discrepancies between "what is" and "what should be," planning or designing of procedures to reduce the discrepancies, and finally, provision for implementing and evaluating the plans (Jesser, 1977). In the process of short and long-range planning, the development of goals and objectives is an essential and absolute vital step.

In their book Leadership and Ambiguity, Cohen and March comment:

> "Almost any educated person could deliver a lecture entitled "The Goals of the University." Almost no one will listen to the lecture voluntarily. For the most part, such lectures and their companion essays are well-intentional exercises in social rhetoric, with little operational content. Efforts to generate normative statements of the goals of the university tend to produce goals that are either meaningless or dubious." (Riley, 1977)

As with schools, hospitals and welfare agencies, academic organizations are "people - processing" institutions with clients who have specific needs. The clients of educational institutions are fed into the institution from the environment, the institution acts upon them, and then the clients are returned back to society. This is an extremely important characteristic because the client demands and often obtains significant input into institutional decision-making processes. Another characteristic which sets colleges and universities apart from many other organizations is the fact of environmental vulnerability. Almost all organizations interact with their social environment to some extent but none is completely autonomous while some have much more freedom than others. Colleges and universities are somewhere in the middle of the continuum from "independent" to "captured." In many respects they are insulated from their environment; however, now more than ever powerful external forces are having a strong influence on the academic institutions. (Riley, 1977)

According to Jesser (1977), organizations should direct special attention toward the awareness of collection and analysis of data, determination of

defensible alternative procedures, development and testing of plans, and dissemination of worthwhile practices. In addition to understanding the interrelationships between planning and change, educational institutions must consider the relationships of many environmental factors affecting change such as attitudes, technology, legal constraints, role of leadership, evaluation, source of change and so on.

In addition, Allred (1976) says that educational planning requires data that are pertinent to the service areas being served by the college. Long-range plans must have the capability of assessing the current conditions in the community as well as making sound judgments about the future. This fact is further substantiated by Cameron (1977), Baker (1975) and others. Allred (1976) continues by adding that all judgments are based on sound information. Data must be systematically collected and used in long-range planning and decision-making processes of the institution. There is no perfect way to plan but we can continue to improve the planning process as we continue to improve the basis of our decisions.

A suggestion of contradiction is indicated as, according to Hagemeyer (1975), factors such as number of high school students in communities; trend line of birth rate; stability of the economic factors and society's education expectation which affect educational operations; and non-changing institutional nature of higher education are in a state of uncertainty in today's society and do not provide reliable indices for planning.

Goal setting is fundamental to institutional change and to the practice of government (Peper, 1976). The appropriate development of goals and objectives and their fulfillment and evaluation are the major factors involved in effective planning and subsequently effective governance in any educational institution.

Most organizations are goal oriented and as a consequence they can make

definite decisions based on meeting their objectives. Business firms want to make a profit, government agencies have specific tasks to achieve by law, and hospitals try to cure sick people. However, colleges and universities have vague, ambiguous goals. The list of goals for the educational institution is lengthy and includes service to local community, solution to social problems, and so on. Goals ambiguity is one of the chief characteristics of academic organizations. They rarely have a single mission but instead try to be all things to all people. Because their existing goals are unclear, they find it hard to reject new goals. In one study, both administration and faculty marked as important almost every one of forty-seven goals listed on the survey form (Riley and Baldridge, 1977).

There is ample evidence that as goals are developed for individual schools, they tend to be rather diffusely stated and to cover the same general areas of concern from elementary schools thru colleges. Especially persuasive are four general types of student output goals which are: (1) intellectual; (2) social; (3) personal and; (4) practical. More detailed analyses of studies of educational goals have indicated that most individuals and schools support all student output goals as long as they are stated in rather general terms, but that some goals are emphasized more than others by certain types of people and by schools serving different populations. Generally, it appears that the more heterogenous the population served, the more general the goals have to be to accommodate diversity of interest without seeming to play favorites (Wilder, 1976).

Peper (1976) indicates that there are several definite advantages of goals: (1) permit an organization to collectively form its thinking on a set of manageable alternatives; (2) provide a stabilizing influence in periods of rapid change and public questioning of purpose; (3) allow order

to be maintained in debatable issues concerning allocations of resources, time, etc; (4) provide a basis upon which to establish and maintain effectiveness within an organization; and (5) provide a process for democratically arriving at a decision or action with reference to administration.

A number of educational institutions both on local and state-wide levels have attempted to establish goals and objectives for their institutions. A variety of methods in the goals determinations processes have been utilized. Delaware County Community College (1977) utilized the National Center for College and University Planning Process to develop a document stating its overall philosophy and mission. In final form it presents goals statements for the institutional program, the research program, the public service program, the academic support program (library and media services, museums and galleries, curriculum development, faculty development and academic computing support) the student personnel services program, the institutional support program (executive management, financial management and operations, general administration and logistical services, administrative computing support, physical plant operations, public relations and development and student records), and student recruitment and admissions.

Nebraska Technical Community Colleges (1975) developed a statewide plan containing ten goals which involved: (1) availability of educational services; (2) types of educational services; (3) student needs; (4) program quality; (5) administrative structure; (6) program innovation; (7) budgetary and fiscal management; (8) facilities; (9) professional growth; and (10) student services.

As indicated by Chickering (et al., 1977), a variety of colleges and universities have used the Delphi technique to assess institutional goals and priorities.

The Delphi Process developed by the Rand Corporation and modified by Uhl (Baker, 1971) is described by Baker as follows:

> 1. Participants are asked to list their opinions on a specific topic, such as recommended activities or predictions for the future.
> 2. Participants are then asked to evaluate the total list against some criteria, such as importance, chance of success, etc.
> 3. Each participant receives the list and a summary of responses to the items and, if in the minority, is asked to revise his opinion or indicate his reason for remaining in the minority.
> 4. Each participant again receives the list, and updated summary of responses, a summary of minority opinions, and a final chance to revise his opinions.
>
> Uhl reported that he intended to provide an institution with: (1) a range of ideas about goals; (2) priority rankings of the goals; (3) a degree of consensus about goals.

Another instrument being utilized is called the Institutional Goals Inventory (IGI) developed by the Educational Testing Service (ETS). According to a summary by Dumont (1975), ETS reports that between May 1972 and August 1974 well over two-hundred schools in the United States and Canada had used the IGI. The IGI has ninety statements of possible institutional goals. It contains an "Is" and "Should Be" category and a "Should Be-Is disprepancy factor." In Dumont's study (1975), of three hundred and thirty-five faculty members surveyed, 62 percent responded. The faculty perceived only two outcome goals (vocational preparation and academic development) and one process goal (accountability/efficiency) as being currently afforded slightly greater than medium importance. All other goals were perceived as being currently afforded only medium or less than medium importance. Each "Should Be" score was higher than its corresponding "Is" score with the profiles of each generally similar--suggesting the presence of preceived and desired priority structures which do not differ radically on the basis of survey results. Breuder and King (1976-1977), also report the usage of the IGI instrument.

Additional efforts toward the development of goal setting procedures include a competency-based self-instructional module for administrators

to use in short and long-range planning developed by Meehan (1975) and a personalized activity kit developed by Landry (1973) to help participants develop (1) improved statement of school's goals; (2) a priority list of validated needs; and (3) an operational philosophy.

Mukavetz (1976) used the Osgoods Semantic Differential (SD) to compare attitudes of two staff categories, classified employees and administrators, in the development of institutional goals and objectives. Results showed that those persons responsible for developing college-wide objectives at the community college under study face an unenviable task. The administrators who may eventually engage in implementation of the objective have consistently less favorable attitudes toward them than do the classified staff. Second, while administration valued development of a capacity for critical thinking, this objective was ranked low on the classified list. The classified staff's preoccupation with improving their capacity to earn a living was not shared to the same degree by administration.

Harvey (1976) strongly supports the usage of management by objectives in the development of objectives for colleges and universities. MBO is a management technique which in recent years has been borrowed from business and adapted to education. It is really "managing by results." It is used by eight of ten top corporations. MBO is a simple logical concept which begins with the clear delineation of the mission, goals, and objectives of an organization. The next step involves fulfilling the goals and objectives and evaluating on the basis of measurable output. True accountability is achieved and authority and responsibility are allocated to the proper places within the college.

The popularity of MBO in education can be traced in part to the strong pressures on educators to be more effective and accountable. MBO is especially helpful to educators who become top-level administrators or

management. When applied, MBO provides for the effective planning, organizing, directing, controlling and evaluation necessary for an organization to succeed. With MBO one is forced into doing things which must be done by an administrator if the organization is to function properly (Harvey, 1976).

According to Harvey (1976) MBO is needed in higher education because:

1. Institutions of higher education are becoming increasingly complex and difficult to manage;
2. Change is occurring at a faster rate;
3. Educators are poor administrators;
4. There is a depression in higher education;
5. The public has lost confidence in higher education; and
6. A new level of accountability is needed.

Baker (1971) advocates the usage of "participative structuring" in the development of institutional goals and objectives, and he views this process as strongly resembling that of MBO. The main difference is that in industry MBO attempts to restructure goals of individuals in order to increase financial returns whereas in education, participative structuring maximizes the attainment of educational goals within dollar constraints, while restructuring goals, priorities, and programs only as necessary. Goal-setting achieved through participation of concerned individuals will allow schools to begin to put the philosophy of accountability into practice.

Accountability for student learning demands that educational institutions define their goals and adopt procedures for achievement of those goals. Accountable leadership can provide a firm hand and appropriate direction in the identification and agreement on goals which is the logical starting point toward accountability.

Baker (1971) has developed a technique which utilizes "participative structuring" maximally. The technique resulted from his doctoral dissertation endeavors. In his dissertation, he indicated that his literature survey supported specific conclusions which led to the development of a strategy that would involve participative structuring.

Breuder and King (1976-1977) add further substantial support to Baker (1971) by indicating that in order for goals to be effective they must accommodate the needs of the constitutencies being served. They all strongly advocate the utilization of participative structuring of goals and objectives, that is, the active involvement by all segments of the institutions and community who are affected by the goals and objectives.

The identification of college goals and achieving concensus from diverse groups is only the first major step. If follow-through steps are not taken, the goals will turn into the "mission" statements found in most college catalogs. There exists the need for the goals to be made explicit and measurable in the form of institutional objectives. Goals must be translated into quantifiable objectives which can be measured, thus evaluated. Objectives can guide in the allocation of human and fiscal resources for short and long-range planning to attain those goals which have received the institutions highest priority (Breuder and King, 1976-1977). While in the process of developing goals and objectives, Harvey (1976) cautions that a college should not use a set from another college as a model but develop its own.

The development, periodic review and revision of objectives is only the starting point. Each functional level within the institution must have specific objectives to guide and provide a means for evaluation. A failure to develop clear and attainable objectives at each operating level permits the staff to pursue different and in some cases conflicting priorities (Richardson et al., 1972).

As indicated by Harvey (1976) each objective should have:

1. An outcome: What is to be accomplished? What is to achieved?
2. A time: When will it be done? Date for completion.
3. A measure: How much will be accomplished and how well? What quantity, quality, or cost measures are used?

If number 3 cannot be included then one or both of the following criteria should be added:

4. An action: How will it be done? What methods used?
5. A judge: Who will determine whether the objective is achieved? What method will be used to determine adequacy or accomplished?

He further emphasizes that a writer should try to:

1. Avoid "motherhoodish" statements; oversimplification, understated or overstated words, opinion subject to change, exaggerations, inexactness, idealistic terms, terms with a range of meanings.
2. Use precise terms, words that state how much, terms that can be proven, terms that can be quantified into percentages, ratio, numbers, correlations, averages, etc.

Once quantifiable objectives have been developed and endorsed by appropriate constituencies, the objectives become a form of contract between the department or office and the institution and can be used to measure contribution and effectiveness (Richardson et al., 1972). However, Peper (1976) cautions that a possible disadvantage should be noted, that is, adopted goals do not in and by themselves provide a better system of management or administration. They can, in fact, quell initiative and close the system to external creative or spontaneous progress.

There will be substantial congruency between faculty, staff, administration, students and the community if all are encouraged to play an active role in the development of departmental, divisional and institutional goals, and reseach by Erez (1977) and supported by Peper (1976) has shown that feedback is a necessary condition for goals to affect performance. Goals cannot be meaningful unless the subjects have some knowledge of how hard the goals are and how they are performing in relation to the goals. When goals are self-set they provide knowledge for future performance that is consistent with the goals because the individual can set goals on the basis of knowledge of individual past performance.

To quote Peper (1976):

> "The key to realizing the value of goals is to establish and to maintain an atmosphere of importance and commitment to the attainment of the goals while keeping avenues open for assimilation of positive creative ideas not contained in the goal statements."

PROCEDURES

Words such as "function," "purpose," "goal," "objective," and "aim" appear repeatedly in the rhetoric of higher education (Baker, 1971), but it is becoming increasingly common to make distinctions between these terms, especially while defining goals and objectives in measurable terms. A goal as defined by Webster is the end toward which effort is directed. An objective is also defined by Webster as being something toward which effort is directed: an aim or end of action. According to Harvey (1976), a goal is a broad, timeless, usually unattainable statement which points to a desired end. An objective is quantifiable, set within a time frame and must be attainable in order to qualify as an objective. In this practicum the term "goal" was used to refer to a general broad aim while the term "objective" defined operational or measurable procedures.

A workshop was conducted by Dr. George Baker on Participative Structuring of Goals and Objectives. The Vice President for Academic Affairs indicated that the workshop would be attended by each academic divisional dean and one faculty member from each division. Each academic dean was allowed to select the faculty member from his division who would attend the workshop. Included in the workshop were participants from other division and staff areas of the college as selected by the Vice President for Academic Affairs and some student participants who were selected by the Dean of Students because of their leadership role in the Student Government Association. At the beginning of the workshop which lasted four hours the participants were divided into four groups, with a leader being designated for each group. During this meeting Dr. Baker utilized the process which he had developed for participative

structuring of goals and objectives. At the end of the workshop, the results from each group were tabulated and an average figure was obtained which reflected the groups' rank of priorities of the institutional goals and objectives. The listing of institutional goals, as developed in the workshop, were distributed to the divisional deans who in turn shared the results with the faculty members. The primary purpose of the preliminary workshop was to familiarize the participants with the processes involved in setting goals and objectives by the participatory method and at the same time prepare some to function as group leaders at the subsequent workshop which included individuals from the surrounding community.

The major follow-up goals workshop also conducted by Dr. George Baker using the materials and processes he had developed, was attended by forty (40) individuals and lasted four (4) hours with lunch being served at the conclusion of the workshop. Those attending were twenty (20) faculty members, ten (10) staff-administration and ten (10) community leaders. Each academic division and administrative area of the college was represented. The academic divisional representatives were selected by the divisional deans in cooperation with the Vice President for Academic Affairs. Other staff-administrative representatives were selected by the Vice President for Academic Affairs. There was a cross-section in attendance including males-females and blacks-whites. Each division recommended one community and/or industrial leader. Those individuals selected from outside the college had been contacted via telephone by the divisional deans requesting their participation in the workshop. A follow-up letter from the Vice President for Academic Affairs concerning the workshop had been sent to each participating community leader encouraging their attendance. (See Appendix A.)

At the beginning of the workshop the participants were divided into

ten (10) groups, with a leader being designated for each group. Each group consisted of a leader (one who had attended the preliminary workshop), a community guest and two other members from the college's faculty, staff-administration.

The procedure employed by Dr. Baker is referred to as "Judgement-Talk-Judgement." That is, each participant selected his own priorities for each goal on the first sort without intervention. Then each participant worked toward team concensus on the second sort. After each one exchanged ideas with the remainder of his group, he had an opportunity to express where difference of opinion remained (Baker, 1976).

The Institutional Goals which results from the workshop were tabulated and disseminated to all participants and college personnel. The Institutional Goals which were developed in the workshops are shown in appendix B. The Vice President for Academic Affairs sent a memo to the college participants thanking them for their efforts. (See Appendix C.) He also attached a memo when he distributed the results of the workshop to the college personnel. (See Appendix D.)

Personal, handwritten, "thank you" notes from the Vice President for Academic Affairs were sent to each community leader who participated. (See Appendix E.) A cover letter was attached to the Institutional Goals when they were sent to the community participants. (See Appendix F.)

RESULTS

Institutional Goals were developed for Spartanburg Technical College in a participatory workshop involving faculty, staff and community leaders. The group ranked the goals in three distinct categories which were Overall Goals, Instructional Goals and Management Goals. There were six (6) items in the Overall Goals category with the number one goal being "operating

one, two and possibly three year career programs." There were twenty (20) items in the Instructional Goals category with the highest ranking item being "acquiring basic skills." The Management Goals category also contained twenty (20) items with "allocating funds in accordance with priorities to meet established goals" being ranked at the top of the list. A complete listing of the goals as ranked by the group is appended. (See Appendix A.)

In addition to the development of Institutional Goals which will be used in future decision-making processes at the college a number of other "positives" resulted from the workshop. The involvement of the various constituencies in the process allowed them to be better informed concerning long-range planning, the formulization and utilization of goals and the importance of the goals development process in the effective utilization of instructional resources.

The individual data sheets from each participant indicated that all participants had a favorable attitude toward the goal-setting experience. This finding was especially significant since it reflected the attitudes of not only college personnel but the attitudes of the community leaders who were involved in the workshop. This finding further indicated that community relations were enhanced as the community leaders became involved with the college and acquainted with its personnel.

The fact that the listing of Institutional Goals was developed and distributed to both faculty, staff-administration and the other workshop participants has eliminated the "ambiguous" label so often attached to college goals. With the college goals "in hand" the various administrative and instructional divisions of the college will be able to move in the same directions with concerted, combined effort.

DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS

Many authorities in the area of educational goals and objectives recommend the utilization of the participatory method. In order for the goals and objectives to be effective they must meet the needs of the constituencies being served. Also, the more actively involved all segments of the institution and community are in the development of the goals and objectives the more strongly dedicated each segment is to the fulfillment of the goals and objectives. The participatory method was utilized to develop Institutional Goals for Spartanburg Technical College. It has been demonstrated that as far as learning principles are concerned, the more informed and involved an individual is in a particular situation the more he learns and retains. The same general idea applies to the development of goals and objectives. The more actively involved faculty, staff and other constituencies are in the development of institutional goals and objectives, the more dedicated they are to those goals and objectives and to their fulfillment and evaluation.

The processes involved in the development of the institutional goals proved to be extremely useful and valuable and did, indeed, produce a listing of ranked goals covering three (3) areas which were Overall Goals, Institutional Goals and Management Goals.

As indicated in the literature research, many times goals and objectives are ambiguous and many times there is direct conflict between the goals and objectives of various departments or segments within an institution. Now that institutional goals have been developed, all divisions within the college, both administrative and instructional, have common goals which will serve to guide each division in the development of operational objectives.

The project itself allowed faculty, staff and the community leaders who participated in the workshop to be better informed on long-range planning

and acquainted them with the procedures involved inthe formulation and effective utilization of goals and objectives. The participants were extremely cooperative and demonstrated a positive attitude toward the workshop and the participatory method of goals development. The attitude of the participants as reflected verbally and on an individual data sheet attest to the fact that the participatory method does enhance congruency among all parties involved.

The effectiveness of the procedures, the enhancement of congruency between faculty, staff and the community leaders and the success of the process as a whole had major implications for the continued involvement of all constituencies of the college in the future development of institutional goals. Using the participative structuring of goals and objectives, the ambiguity usually associated with institutional goals and objectives was eliminated. All constituencies being served by the institution should always be involved in the goal setting process and can ultimately be involved in the evaluation process as well.

The major recommendations which developed naturally as a result of the project were:

1. The college should continue to use the participative method in subsequent years in the development of institutional goals and objectives.

2. The college should be certain that the participative structuring of goals and objectives involve all constituencies being served by the institution in order to assure maximum effectiveness as an Institution of Higher Learning.

3. All divisions within the college should be encouraged to utilize the participative method to develop divisional and department goals and operational objectives.

4. The institutional goals should be translated into operational objectives.

5. An evaluation mechanism should be developed and utilized to determine the effectiveness of the college in the achievement of the goals as developed in the workshop.

For final emphasis, as indicated by Breuder and King (1977), goals have a tendency to become "mission" statements. Goals must be translated into explicit and quantifiable objectives. These objectives can provide forces for directing activities designed to achieve certain results. Also, the objectives can guide in the allocation of human and fiscal resources for short and long-range planning to attain those goals which have received the institutions highest priority.

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APPENDICES

Spartanburg Technical College

DRAWER 4386 • SPARTANBURG, S. C. 29303 • TELEPHONE 576-5770

JOE D. GAULT
PRESIDENT

July 27, 1978

Mr. Howard H. Gombert
124 Dolphin Drive
Spartanburg, SC 29302

Dear Mr. Gombert:

On behalf of Spartanburg Technical College, I would like to express my appreciation to you for agreeing to participate in our Goal Setting Workshop to be held here on campus on Tuesday, August 1, 1978. The Workshop will begin at 8:30 AM, and will be held in Room B-16. If you would report to the Main Lobby of the Administration Building, we will have someone to direct you to the proper location. You should plan to be here until 4:30 PM. Lunch will be served.

The Goal Setting Workshop will give us the focus and direction that we need to plan for the future needs of Spartanburg County. It is vital that we have the opinions of a cross-section of individuals from within our community

Your input into this Workshop will provide us a service that will be invaluable to us as we plan for the future.

We look forward to having you join us on Tuesday, at 8:30 AM. Should you have questions or comments concerning this Workshop, I trust there will be no hesitancy on your part to contact me.

Sincerely,

SPARTANBURG TECHNICAL COLLEGE

Donald W. Cameron
Vice President for Academic Affairs

DWC:bjw

APPENDIX B

SUMMARY OF SPARTANBURG TECHNICAL COLLEGE'S GOALS AS DEVELOPED DURING WORKSHOP WITH DR. GEORGE BAKER ON OCTOBER 23, 1978

OVERALL GOALS

FINAL RANK OF GOALS BY WORKSHOP PARTICIPANTS	
1	OPERATING ONE, TWO, AND POSSIBLY THREE YEAR CAREER PROGRAMS
2	OPERATING CONTINUING EDUCATION PROGRAMS
3	OPERATING DEVELOPMENTAL PROGRAMS
4	OPERATING COMPREHENSIVE STUDENT DEVELOPMENT PROGRAMS
5	OPERATING SPECIALIZED COMMUNITY PROGRAMS
6	OPERATING UNIVERSITY PARALLEL COLLEGE TRANSFER PROGRAMS

INSTRUCTIONAL GOALS

1	ACQUIRING BASIC SKILLS
2	RAISING THE LEVEL OF VOCATIONAL ACHIEVEMENT
3	DEVELOPING A SENSE OF RESPONSIBILITY
4	ACQUIRING SKILLS IN PROBLEM SOLVING
5	DEVELOPING A CAPACITY FOR THINKING
6	LEARNING SELF-DISCIPLINE
7	DEVELOPING INDEPENDENT WORK HABITS
8	DEVELOPING SKILLS NECESSARY TO GET ALONG WITH OTHERS
9	RAISING LEVEL OF INCOME
11	ACQUIRING A SENSE OF PERSONAL WORTH AND DIGNITY
11	ACQUIRING THE CONCEPT OF LEARNING AS A CONTINUOUS PROCESS
11	LEARNING TO FUNCTION EFFECTIVELY IN A RAPIDLY CHANGING WORLD
13	RAISING LEVEL OF EDUCATIONAL ACHIEVEMENT
14	ACQUIRING THE CAPACITY FOR SELF-ANALYSIS AND SELF-EVALUATION
15	ACQUIRING AN AWARENESS OF CAREER OPPORTUNITIES
16	DEVELOPING SPECIAL APTITUDES
17	DEVELOPING A CAPACITY FOR CREATIVE DEVELOPMENT

INSTRUCTIONAL GOALS
(continued)

FINAL RANK OF GOALS BY WORKSHOP PARTICIPANTS	
18	DEVELOPING A CONCERN FOR THE EQUAL DIGNITY OF EVERY INDIVIDUAL
20	DEVELOPING SKILLS FOR PERSONAL USE
20	DEVELOPING ECONOMIC COMPETENCE IN PERSONAL AFFAIRS

MANAGEMENT GOALS

1	ALLOCATING FUNDS IN ACCORDANCE WITH PRIORITIES TO MEET ESTABLISHED GOALS
2	PLANNING FOR LONG-RANGE DEVELOPMENT
3	SEEKING NEW AND STABLE SOURCES OF REVENUE
4	PROVIDING STAFF DEVELOPMENT FOR PROFESSIONAL PERSONNEL
5	FOSTERING AN ENVIRONMENT THAT ENCOURAGES CONSTRUCTIVE CHANGE
6	INSURING THAT STUDENTS REMAIN IN COLLEGE
8	EVALUATIING THE PROGRESS OF THE COLLEGE TOWARD STATED GOALS
8	SELECTING AND REWARDING PERSONNEL DEDICATED TO STUDENT LEARNING
9	INSURING THAT INSTRUCTIONAL MATERIALS ARE REVISED UNTIL MASTERY OCCURS
10	INSURING THAT ALL PERSONS CONNECTED WITH THE COLLEGE PARTICIPATE IN DECISION-MAKING
11	MAXIMIZING OPPORTUNITIES TO CHANGE PROGRAMS
13	INCREASING FACULTY, STUDENT, AND ADMINISTRATIVE INVOLVEMENT IN THE COMMUNITY
13	COOPERATION WITH EXTERNAL AGENCIES
15	PROVIDING FINANCIAL RESOURCES TO QUALIFIED STUDENTS
16	ALLOWING STUDENT TO COMMENCE A COURSE AT ANY TIME DURING THE YEAR
16	PROVIDING OPPORTUNITIES FOR THE EXPRESSION AND MEDIATION OF DISSENT

APPENDIX B

MANAGEMENT GOALS
(continued)

FINAL RANK OF GOALS BY WORKSHOP PARTICIPANTS	
17	ACTIVELY RECRUITING THE POOR AND DISADVANTAGED
19	PROVIDING OPPORTUNITIES FOR STUDENTS TO PARTICIPATE IN CO-CURRICULAR ACTIVITIES
19	REVISING GRADING POLICIES
20	ENCOURAGING OPPORTUNITITES FOR MIXING RACIAL OR ETHIC GROUPS SOCIALLY

APPENDIX C

M E M O

TO: Goals Workshop Participants

FROM: Dr. Don Cameron, Vice President for Academic Affairs

DATE: November 14, 1978

SUBJECT: Goals Workshop

Attached is a listing of the Institutional Goals for Spartanburg Technical College which resulted from the recent workshop.

I want to thank each of you for your participation in the workshop. Your involvement in the process was a major factor in its overall success.

Thank you notes and a copy of the final results have been sent to the community leaders who were involved in the workshop.

APPENDIX D

M E M O

TO: Faculty and Staff

FROM: Dr. Don Cameron, Vice President for Academic Affairs

DATE: November 14, 1978

SUBJECT: Goals Workshop

Attached is a listing of the Institutional Goals for Spartanburg Technical College which resulted from the recent workshop held here on campus with Dr. George Baker. There were forty participants in the workshop which included administration, faculty, staff and community leaders.

The goals as developed will be used in our future decision making processes.

Appendix E, containing a copy of the personal handwritten thank you notes as sent to community participants, was removed from the document prior to its submission to the ERIC Document Reproduction Service.

Spartanburg Technical College

DRAWER 4386 • SPARTANBURG, S. C. 29303 • TELEPHONE 576-5770

JOE D. GAULT
PRESIDENT

November 7, 1978

Mr. David Bagwell
Director, Computer Services
City of Spartanburg
City Hall
145 Broad Street
Spartanburg, SC 29301

Dear Mr. Bagwell:

Enclosed is a listing of the Institutional Goals for Spartanburg Technical College which resulted from the recent Workshop held here on our campus.

Your participation in the Workshop contributed to its success and I thank you again for your help. The involvement of community leaders, such as yourself, in the development of our goals is of major importance to us since we do, indeed, desire to meet the needs of the community and serve all our constituencies. The goals, as developed, will be used in our future decision making process.

If you have any questions concerning the enclosed results, please call me and if we can be of help to you in any way, please let us know.

Sincerely,

SPARTANBURG TECHNICAL COLLEGE

Donald W. Cameron

Donald W. Cameron
Vice President for Academic Affairs

DWC/kgb

Enclosures

UNIVERSITY OF CALIF.
LOS ANGELES

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